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## GENERAL DIRECTIONS.

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The pupils should be taught to rely solely upon the judgment of the eye in estimating form, distance and proportion; guide-lines and points are given, which afford sufficient aid for copying the examples; and an intelligent use of the exercises suggested will rapidly develop the pupils' perception, accuracy, and memory.

It is essential, however, that the teacher should have the means of testing the correctness of the drawings and of proving to his pupils the justice of his criticism: a pair of compasses, and a rule divided into inches and fractional parts will suffice for the purpose, and these should always be at hand.

The book should not be turned while the pupils are drawing, and they ought to sit upright, facing the desk.

A tolerably soft pencil should be used (HB is the best), cut to a long, sharp point. It is impossible to make a good clear drawing with a blunt pencil.

The left side of a figure should usually be drawn first so that the lines may not be covered, nor rubbed by the hand. Begin by placing the main construction lines, then sketch with a light, free sweep of the pencil the whole body of the figure, omitting the detail, observe and correct first the main proportions of height and width, then the relation of parts to each other and to the whole, then add the detail, still in faint line, and perfect the sweep of the curves. Make all corrections and erasures upon the sketch. Finish by tracing in the whole with a firm, clear line, distinct and expressive, but not too black, and avoid pressing the point of the pencil too heavily upon the paper.

Hold the pencil loosely and easily, not too near the point. In the light sketching of curves it may be held two or three inches from the point. A pencil less than two inches long should be discarded, or used only with a holder.

The teacher will, of course, forbid the pupils to wet the point of the pencil.

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